DOCUMENT RESUME

ED 078 045 TM 002 860

TITLE	Connecticut Citizens Response to Educational Goals, 1971-1972.
INSTITUTION	Connecticut State Board of Education, Hartford.
PUB DATE	[72]
NOTE	54p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Communication Skills; Educational Attitudes; Educational Needs; *Educational Objectives; *Learning Processes; *Public Opinion; Public Schools; Self Concept; Skill Development; *Surveys; Technical Reports
IDENTIFIERS	*Connecticut

ABSTRACT

A summary is presented of the results of a study conducted to determine public response to possible goals of Connecticut education as part of a goal-setting program throughout the State. The purpose of the goal-setting program is to establish the basis for a program designed to meet the needs of public school students in the State. The study sought not only to obtain rankings of goals from participants, but to identify differences in judgement among the several sub-populations and age groupings. The six main goals were found to be: (1) Each student learns to communicate effectively; (2) Each student accepts learning as a lifelong process; (3) Each student develops skills and values for good citizenship; (4) Each increases his ability for self-understanding; (5) Each student acquires attitudes suitable for health and family life; and (6) Each student applies his learning to present day living. (CK)

FILMED FROM BEST AVAILABLE COPY

DEC 18 1972

CONNECTICUT CITIZENS RESPONSE TO EDUCATIONAL GOALS 1971-1972

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 078045

TM 002 860

Connecticut State Board of Education

FILMED FROM BEST AVAILABLE COPY

CONNECTICUT

STATE BOARD OF EDUCATION

William Horowitz, Chairman	New Haven
Thomas G. Carruthers	Vernon
Mrs. Virginia D. Christian	Norwich
Mrs. Betty Lou Dorin	Berlin
G. Eugene Goundrey	Middletown
Mrs. Jane D. Humphries	West Hartford
Margaret Kiely	Bridgeport
Nicholas A. Longo	Putnam
John E. Toffolon	Riverton

William J. Sanders

Secretary and Commissioner of Education

Maurice J. Ross

Assistant Secretary and Deputy Commissioner of Education

Hartford

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

P.O. Box 2219 • Hartford, Connecticut 06115

During the past year a wide reaching effort was made to obtain the opinions of Connecticut citizens and youth about the goals of education in the State. The study was carried out by an independent educational research group, but the goals listed and the judgments obtained reflect the thinking of almost 10,000 Connecticut educators, citizens and youth. It is important to recognize that every third respondent also made additional comments about the goals of Connecticut education.

The study sought not only to obtain rankings of goals from all who participated, but also to identify differences in judgment among the several sub-populations and age groupings. Some of our current educational problems may well have roots in these differences.

As schools seek to become more effective in their considerable responsibilities, the deliberations of the total community they serve are both needed and significant. It is hoped that this study will provide both guidance and stimulation to citizens, educators, and youth as they examine the basic purposes and direction of their educational programs.

William J. Sanders
Secretary
State Board of Education

INTRODUCTION

This report summarizes the results of a study made to determine public response to possible goals of Connecticut education as part of a goal setting program throughout the state.

The purpose of the goal setting program is to establish the basis for a program designed to meet the needs of public school students in Connecticut. In order to accomplish this, procedures were developed and implemented that gave thousands of Connecticut citizens the opportunity to express their opinions about a variety of educational goals for the state.

The entire project was directed and monitored by an Executive Group of the State Department of Education as part of Connecticut's first state sponsored educational needs study. The major part of that study was the recently completed assessment of reading skills of Connecticut school children.

The Goals Response study was carried out in conjunction and simultaneously with the Reading Assessment.

Beginning in early 1971, various specialists and educators within the State Department of Education began formulating goals and sub-goals considered desirable for the Connecticut Public School system. As a result of this effort, six major goals were developed, each with 12 to 18 more detailed sub-goals, a total of eighty-eight goals and sub-goals.

These six main goals are:

- Each student learns to communicate effectively.
- Each student accepts learning as a lifelong continuing process of self-development.
- Each student develops the skills, knowledge and values necessary for responsible citizenship.
- Each student increases his ability to understand himself and to function in his environment.
- Each student acquires habits and attitudes which have proven value for health and family life.
- Each student applies his accumulated knowledge and skills to present day living.

In view of the number of goals and sub-goals, two separate methods of determining public response were designed. A single "long-form", containing all of the goals and sub-goals, was designed for distribution to educational and other professionals, and on demand. In addition, ten different "short-forms" were developed for distribution to students, parents, and other laymen interested in Connecticut education. Each of the short forms contained all six main goals and approximately forty percent of the sub-goals. None of the forms (long or short) made any distinction between main and sub-goals. All of the items were listed in a random order on all forms so that the respondents could react to each goal as a separate item and would not be influenced by the item order. All of the forms included the following instructions: "This is a list of some goals of public school education. This is not a list of all possible goals, but all of these goals are important enough to consider carefully. Please read each of the goals and put a check in the box after those goals which you consider to be most important." Respondents were also urged to record their opinions of educational goals and were given adequate space to do so.

Approximately twenty-five thousand copies of the long form were sent out by the State Department of Education, mainly through an over-mailing of its monthly publication, *Connecticut Education*, plus extensive distribution of the form alone to interested professional groups, and to in-school professional educators in the 163 schools participating in the Reading Assessment. Approximately twenty-five thousand short forms were distributed by the ten field administrators of the Reading Assessment; each administrator distributed approximately one-hundred and fifty copies of one version of the short form in each of the 163 schools. Short forms were given to all thirteen and seventeen year olds who participated in the Reading Assessment; to a representative sample of students in all the 163 schools for their parents' completion; and to all in-school non-professional employees in the 163 schools. In all, 9,399 completed forms were received for analysis. The following table shows the age, sex, and relation to education of the respondents.

ANALYSIS OF RESPONSE

	NUMBER	PERCENT
FORM RECEIVED		
Short Form	6973	74.2
Long Form	2426	25.8
TOTAL	9399	100.0
RELATION TO EDUCATION		
Student	2015	22.1
Teacher	1942	21.3
Administrator	593	6.5
Parent	4085	44.8
Other	483	5.3
TOTAL	9118	100.0
No Answer	281	

	NUMBER	PERCENT
SEX		
Male	3715	41.0
Female	5346	59.0
TOTAL	9061	100.0
No Answer	338	
AGE		
18 or Under	1985	21.7
19 to 34	1774	19.4
35 to 49	4235	46.3
50 to 64	1088	11.9
65 or Over	64	0.7
TOTAL	9146	100.0
No Answer	253	

HIGHLIGHTS

The most important finding of the study was that different groups of goals had substantially different amounts of appeal to the different kinds of respondents. The patterns of these differences are significant and exist for all age groups and for all types of people. They need to be considered in any program designed to be responsive to the educational priorities of the State.

These preference patterns shown by respondents define the six natural groups of goals listed below. The number in parentheses shows the percent of respondents who found the particular goal group more appealing than any of the other goal groups.

- Humanism Group (29.7%)
- Language Arts Group (19.9%)
- Citizenship Group (19.6%)
- Science and Math Group (14.4%)
- Family, Health, and Career Group (10.3%)
- The Arts Group (3.5%)

A more detailed description of these goal groups showing the composition of each group can be found on page 23 and in the table starting on page 24.

Additional highlights of the study are shown on the following pages.

- The six main goals appealed to an average of 72.0 percent of the respondents, while the 82 sub-goals appealed (on the average) to only 53.2 percent of the respondents, showing the main goals were considered more important than their sub-goals. This is born out by the fact that each of the six main goals was more appealing than the average of its sub-goals. The six main goals ranked 1, 8, 11, 13, 22, and 24 out of 88, well above the average of 44.

- The typical respondent thought that 55.5% of the goals presented to him were important, indicating that the average Connecticut citizen was highly interested in the educational progress of the state. This is especially significant since the respondents were asked to check only those goals they thought were "... most important."

- Of the ten most frequently checked goals, three are about communication, three are about humanism, two deal with citizenship, one is career oriented, and one is about health.

- Of the ten lowest ranked goals, eight are oriented towards the arts, one is about foreign languages, and one is about science.

- As one goes from the most frequently selected goals to the less frequently selected ones, the goal wording becomes less general and more specific. Thus, the lower ranked statements about the arts may have appealed to fewer respondents because they were specific in language, and not because people think the arts unimportant.

- In selecting the goals they thought were important, people emphasized the Humanism goals most, and The Arts least. The list of goal groups on page 7 shows the order of emphasis for all the goal groups.

- Students and respondents under nineteen were most keenly interested in goals pertaining to The Arts, and strongly committed to goals pertaining to Humanism. They were least interested in Science and Mathematics, and the Language Arts.

- Teachers and people from nineteen to thirty-four felt even more strongly than did young people that Humanism is important, but considered The Arts least important.

- Administrators agreed with teachers that The Arts are least important, but had only average responses about Humanism. They felt Family, Health and Career goals were most important.

- Parents and citizens aged thirty-five to forty-nine considered the Science and Math goals most important, and had only average responses in the goals of Language Arts, Citizenship, and Family, Health and Career. They were relatively uninterested in the goals of The Arts and Humanism.

- Respondents aged fifty to sixty-four considered as quite important the goals pertaining to Family, Health and Career; Citizenship; and Language Arts, but considered all the other goal groups to be of lesser importance.

SUMMARY OF RESULTS

On the following pages, all of the eighty-eight goals are listed, ranked by their frequency of selection as important by all respondents. In other words, the goal listed first appealed to (was checked as important by) more people (87.2% of the respondents) than any other goal. The main goals, numbers 1, 8, 11, 13, 22, and 24, are indicated with an asterisk.

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
*1	87.2	... learns to communicate effectively.
2	80.3	... reads and understands material appropriate for his age and experience.
3	78.7	... listens to, and attempts to appreciate what others have to say.
4	78.2	... shows concern for the welfare and dignity of others.
5	76.0	... supports the rights and freedom of all individuals.
6	74.1	... is aware of the potential harm which the use of illicit drugs can cause to himself and to others.
7	73.7	... distinguishes fact from opinion in what he hears.
*8	73.2	... accepts learning as a lifelong continuing process of self development.
9	72.7	... knows the main structure and functions of our government.

*Main Goal

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
10	72.6	... desires to become a productive citizen.
*11	71.4	... develops the skills, knowledge and values necessary for responsible citizenship.
12	69.5	... develops values essential to successful family and community life.
*13	69.3	... increases his ability to understand himself and to function in his environment.
14	68.5	... develops an interest in, and enjoys reading.
15	68.2	... has the motivation to achieve at his level of age and ability.
16	68.1	... takes responsibility for his own personal development and obligations.
17	67.9	... acquires self-direction in his learning activities.
18	67.3	... applies mathematics to the solution of problems encountered in every day living.

*Main Goal

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE* (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
19	66.7	... recognizes and accepts his strengths and weaknesses and develops his personal goals accordingly.
20	66.4	... accepts changes and adapts to changing situations.
21	65.8	... acquires an understanding of the extent of his control over his body, his mind, and his future.
*22	65.7	... acquires habits and attitudes which have proven value for health and family life.
23	65.7	... recognizes feelings and emotions as a component of life situations.
*24	65.0	... applies his accumulated knowledge and skills to present day living.
25	64.8	... reads and analyzes material appropriate to his age and experience.

*Main Goal

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
26	63.7	... develops an appreciation for good workmanship.
27	63.7	... recognizes his strengths and weaknesses in relation to his choice of career.
28	63.1	... helps and respects his own family.
29	62.6	... develops career and occupational capabilities.
30	62.0	... is aware of the potential harm which the excessive use of alcohol and/or tobacco can cause.
31	61.8	... acquires an understanding of the interdependence of people.
32	61.3	... expresses himself in writing adequately in a social situation.
33	61.2	... values himself and others with positive appreciation.
34	60.7	... understands material that he hears appropriate to his age and experience.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
35	60.7	... participates in and enjoys a variety of physical activities which change according to his age and experience.
36	60.0	... is equipped to obtain gainful and sociably approved employment.
37	59.8	... develops ethical, social, and spiritual values and uses them in establishing his personal goals.
38	59.6	... acquires the skills necessary to adapt and adjust to living in a democratic society.
39	59.4	... acquires the ability to act as an intelligent consumer.
40	59.3	... has habits and attitudes which will enable him to function in a career.
41	58.7	... when speaking uses appropriate English at will.
42	58.5	... acquires good safety habits.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
43	58.4	... recognizes and appreciates the contribution of others in the world of work.
44	58.0	... recognizes the major achievements and contributions made by past and present civilizations.
45	57.7	... develops a reasoned commitment to the values that sustain a free society.
46	56.2	... locates and uses printed information essential for the decisions he has to make.
47	56.1	... expresses himself in writing adequately in a business or vocational situation.
48	55.4	... recognizes the necessity for training and/or retraining to maintain progress in his employment.
49	54.6	... makes judgements concerning what he has read appropriate to his age and his experience.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
50	53.7	... recognizes certain values and beliefs as important to the democratic way of life.
51	53.6	... relays oral messages accurately.
52	53.3	... understands the relationship between health and physical activity.
53	52.6	... plans for and makes career decisions.
54	52.3	... participates with pleasure in physical activities as individuals and with groups.
55	51.7	... appreciates and supports the existence of a variety of life styles wherever he may live.
56	49.9	... develops a personal commitment to order rather than chaos in the culture.
57	49.4	... should acquire the concepts, skills, and values needed as a sound basis for safe and efficient driving.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
58	49.3	... demonstrates knowledge of the concepts and principles of mathematics.
59	48.4	... is aware of the problems of international relations.
60	48.3	... participates in activities which involve the democratic process.
61	47.9	... develops motor skills suited to his age and growth level.
62	47.7	... learns to use and interpret modern means of communication.
63	47.4	... accepts the worth of different dialects, accents, and other languages as valid means of communication.
64	46.7	... develops an awareness of the functions of labor and management in the economy.
65	46.2	... understands the role of modern technology and science in relation to his environment.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
66	45.3	... experiences a variety of career activities.
67	44.2	... expresses himself in writing adequately in a scholastic situation.
68	44.0	... enjoys music in some capacity.
69	42.1	... develops the proficiency in physical activities that will lead to constructive use of leisure time.
70	41.4	... has habits and attitudes necessary to become an effective homemaker.
71	40.5	... performs mathematical tasks successfully.
72	40.4	... accepts the variety of English used for communication in different occasions.
73	39.5	... demonstrates a knowledge of scientific concepts and principles.
74	38.8	... demonstrates an understanding of the investigative nature of science.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
75	36.8	... develops an avocation suited to maintain his physical vigor.
76	35.9	... demonstrates knowledge of mathematical facts, definitions and symbols.
77	35.5	... recognizes and accepts all of the arts as a form of communication.
78	35.4	... respects the limits of physical activity as determined by his age and growth level.
79	34.4	... acquires the skill necessary to communicate in at least one language other than his own.
80	34.4	... gets self-satisfaction and enjoyment from many and varied writing experiences.
81	33.9	... develops a continuing interest and participation in literature.
82	32.3	... recognizes and accepts art as a realm of experience.

(Cont'd.)

EDUCATIONAL GOALS - FREQUENCY OF RESPONSE (Cont'd.)

GOAL NO.	PERCENT RESPONSE	GOAL STATEMENT (Each student ...)
83	31.3	... demonstrates a knowledge of scientific facts.
84	25.7	... participates in activities related to art.
85	24.6	... listens to music with understanding.
86	20.6	... knows about the musical resources of his community and seeks musical experiences.
87	15.6	... is able to read standard musical notation.
88	12.6	... is able to perform a piece of music.

NATURAL GOAL GROUPS DERIVED FROM RESPONDENT DATA

The organization of the items into main and sub-goals was not presented to the respondents; they were asked to respond separately to 88 goals. In the results, some goals tended to show the same pattern of response as other goals; if one was thought important by a particular respondent, the other was likely to be thought important, too. Each goal and sub-goal was examined separately to determine which other goals were most often checked (or not checked) as important by the same respondent. This resulted in all but three of the goal statements falling into only one or another of six well defined natural groups. For a goal not to be included in any of the groups does not mean it had low appeal, but rather that its appeal was uniform over all response patterns. This is shown by the fact that the most appealing goal, "Each student learns to communicate effectively," is one of the ungrouped goals. The other two are the goals numbered 7 and 79. The goal groups, and the goals which comprise them, are shown on the following pages.

These natural (respondent generated) groups were given names which indicate which particular goals comprise each group. They tend to reflect patterns of attitudes towards education held by various respondents rather than showing any logical relations among the goals themselves.

NATURAL GOAL GROUPS

GOAL GROUP 1 -- HUMANISM*

GOAL NO.	GOAL STATEMENT (Each student ...)
33	... values himself and others with positive appreciation.
13	... increases his ability to understand himself and to function in his environment.
23	... recognizes feelings and emotions as a component of life situations.
20	... accepts changes and adapts to changing situations.
19	... recognizes and accepts his strengths and weaknesses and develops his personal goals accordingly.
21	... acquires an understanding of the extent of his control over his body, his mind, and his future.
4	... shows concern for the welfare and dignity of others.
16	... takes responsibility for his own personal development and obligations.
24	... applies his accumulated knowledge and skills to present day living.

*This goal group was more appealing than any of the other goal groups to 29.7% of the respondents.

(Cont'd.)

GOAL GROUP 1 -- HUMANISM (Cont'd.)

GOAL NO.	GOAL STATEMENT (Each student ...)
55	... appreciates and supports the existence of a variety of life styles wherever he may live.
27	... recognizes his strengths and weaknesses in relation to his choice of career.
8	... accepts learning as a lifelong continuing process of self-development.
31	... acquires an understanding of the interdependence of people.
3	... listens to, and attempts to appreciate what others have to say.
17	... acquires self-direction in his learning activities.

GOAL GROUP 2 -- LANGUAGE ARTS*

GOAL NO.	GOAL STATEMENT (Each student ...)
25	... reads and analyzes material appropriate to his age and experience.
34.	... understands material that he hears appropriate to his age and experience.
49	... makes judgements concerning what he has read appropriate to his age and experience.
51	... relates oral messages accurately.
67	... expresses himself in writing adequately in a scholastic situation.
47	... expresses himself in writing adequately in a business or vocational situation.
41	... when speaking uses appropriate English at will.
32	... expresses himself in writing adequately in a social situation.
46	... locates and uses printed information essential for the decisions he has to make.
2	... reads and understands material appropriate for his age and experience.
72	... accepts the variety of English used for communication in different occasions.
15	... has the motivation to achieve at his level of age and ability.
14	... develops an interest in, and enjoys reading.

*This goal group was more appealing than any of the other goal groups to 19.9% of the respondents.

GOAL GROUP 3 -- CITIZENSHIP*

GOAL NO.	GOAL STATEMENT (Each student ...)
50	... recognizes certain values and beliefs as important to the democratic way of life.
45	... develops a reasoned commitment to the values that sustain a free society.
38	... acquires the skills necessary to adapt and adjust to living in a democratic society.
60	... participates in activities which involve the democratic processes.
43	... recognizes and appreciates the contribution of others in the world of work.
59	... is aware of the problems of international relations.
9	... knows the main structure and functions of our government.
62	... learns to use and interpret modern means of communication.
5	... supports the rights and freedom of all individuals.
56	... develops a personal commitment to order rather than chaos in the culture.

*This goal group was more appealing than any of the other goal groups to 19.6% of the respondents.

GOAL GROUP 4 -- SCIENCE AND MATH*

GOAL NO.	GOAL STATEMENT (Each student ...)
73	... demonstrates a knowledge of scientific concepts and principles.
76	... demonstrates knowledge of mathematical facts, definitions and symbols.
58	... demonstrates knowledge of the concepts and principles of mathematics.
83	... demonstrates a knowledge of scientific facts.
71	... performs mathematical tasks successfully.
74	... demonstrates an understanding of the investigative nature of science.
65	... understands the role of modern technology and science in relation to his environment.
18	... applies mathematics to the solution of problems encountered in every day living.
44	... recognizes the major achievements and contributions made by past and present civilizations.

*This goal group was more appealing than any of the other goal groups to 14.4% of the respondents.

GOAL GROUP 5 -- FAMILY, HEALTH, AND CAREER*

GOAL NO.	GOAL STATEMENT (Each student ...)
42	... acquires good safety habits.
52	... understands the relationship between health and physical activity.
40	... has habits and attitudes which will enable him to function in a career.
78	... respects the limits of physical activity as determined by his age and growth level.
30	... is aware of the potential harm which the excessive use of alcohol and/or tobacco can cause.
28	... helps and respects his own family.
70	... has habits and attitudes necessary to become an effective homemaker.
53	... plans for and makes career decisions.
64	... develops an awareness of the functions of labor and management in the economy.
6	... is aware of the potential harm which the use of illicit drugs can cause to himself and to others.
26	... develops an appreciation for good workmanship.

*This goal group was more appealing than any of the other goal groups to 10.3% of the respondents.

(Contd.)

GOAL GROUP 5 -- FAMILY, HEALTH, AND CAREER (Cont'd.)

GOAL NO.	GOAL STATEMENT (Each student ...)
10	... desires to become a productive citizen.
22	... acquires habits and attitudes which have proven value for health and family life.
36	... is equipped to obtain gainful and sociably approved employment.
48	... recognizes the necessity for training and/or retraining to maintain progress in his employment.
57	... should acquire the concepts, skills, and values needed as a sound basis for safe and efficient driving.
29	... develops career and occupational capabilities.
54	... participates with pleasure in physical activities as individuals and with groups.
75	... develops an avocation suited to maintain his physical vigor.
69	... develops the proficiency in physical activities that will lead to constructive use of leisure time.
12	... develops values essential to successful family and community life.
61	... develops motor skills suited to his age and growth level.

(Cont'd.)

GOAL GROUP 5 -- FAMILY, HEALTH, AND CAREER (Cont'd.)

GOAL NO.	GOAL STATEMENT (Each student ...)
39	... acquires the ability to act as an intelligent consumer.
35	... participates in and enjoys a variety of physical activities which change according to his age and experience.
63	... accepts the worth of different dialects, accents, and other languages as valid means of communication.
37	... develops ethical, social, and spiritual values and uses them in establishing his personal goals.
66	... experiences a variety of career activities.
11	... develops the skills, knowledge, and values necessary for responsible citizenship.

GOAL GROUP 6 -- THE ARTS*

GOAL NO.	GOAL STATEMENT (Each student ...)
86	... knows about the musical resources of his community and seeks musical experiences.
84	... participates in activities related to art.
81	... develops a continuing interest and participation in literature.
87	... is able to read standard musical notation.
85	... listens to music with understanding.
82	... recognizes and accepts art as a realm of experience.
80	... gets self-satisfaction and enjoyment from many and varied writing experiences.
77	... recognizes and accepts all of the arts as a form of communication.
88	... is able to perform a piece of music.
68	... enjoys music in some capacity.

*This goal group was more appealing than any of the other goal groups to 3.5% of the respondents.

RESPONDENT EMPHASIS ON GOAL GROUPS

In addition to knowing how the goals were grouped by the respondents, it is important to look at which people emphasized each goal group. The tables and charts on the next pages show these data.

The percentage emphasis measure shows how many respondents in a particular demographic group selected a higher percentage of the goals in a particular goal group than they did for all of the goal groups combined.

For example, on page 35, the emphasis measure for Students for goal group The Arts (first column, second row) is 46% above average. This shows that the students chose goals in The Arts group 46 percent more frequently (1.46 times) than they chose all goals; thus they emphasized The Arts, but found the Language Arts goals less appealing than average (emphasis 12% below average).

Data are shown separately for relation to education, age, and sex. These ways of classifying the respondents are interrelated. For example, 93% of the students are 18 years old or less, while only 15% of the school administrators are under 35 years of age. There are more female parents (64%) and fewer female administrators (29%) than the overall female percentage (60%) in the sample. Keeping in mind these overlaps, the following tables, charts and text show the patterns of educational attitudes by age, sex, and relation to education.

RESPONDENT EMPHASIS ON GOAL GROUPS

(Percent Above and Below Average*)

GOAL GROUP	RELATION TO EDUCATION									
	Student		Teacher		Admin.		Parent		Other	
	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*
Humanism	12		18			*3*		*13*	4	
Language Arts		*12*	0	*0*		*3*	4		14	
Citizenship		*1*		*6*	6		2		4	
Science & Math		*10*		*12*	6		11			*30*
Family, Health & Career	1			*9*	13		3			*14*
The Arts	46			*29*		*28*		*3*	0	*0*

*For each goal group, the entries show, in percent, whether more or fewer respondents (with a particular relation to education) emphasized that goal group.

RESPONDENT EMPHASIS ON GOAL GROUPS

(Percent Above and Below Average*)

GOAL GROUP	AGE									
	18 or Under		19-34		35-49		50-64		65 or Over	
	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*
Humanism	10		22			*8*		*16*		*22*
Language Arts		*12*		*2*	3		12			*11*
Citizenship	1			*10*	0	*0*	14			*11*
Science & Math		*8*		*14*	11			*11*	0	*0*
Family, Health & Career	1			*9*		*1*	13		56	
The Arts	54			*22*		*9*		*16*	22	

*For each goal group, the entries show, in percent, whether more or fewer respondents (of a particular age) emphasized that goal group.

RESPONDENT EMPHASIS ON GOAL GROUPS

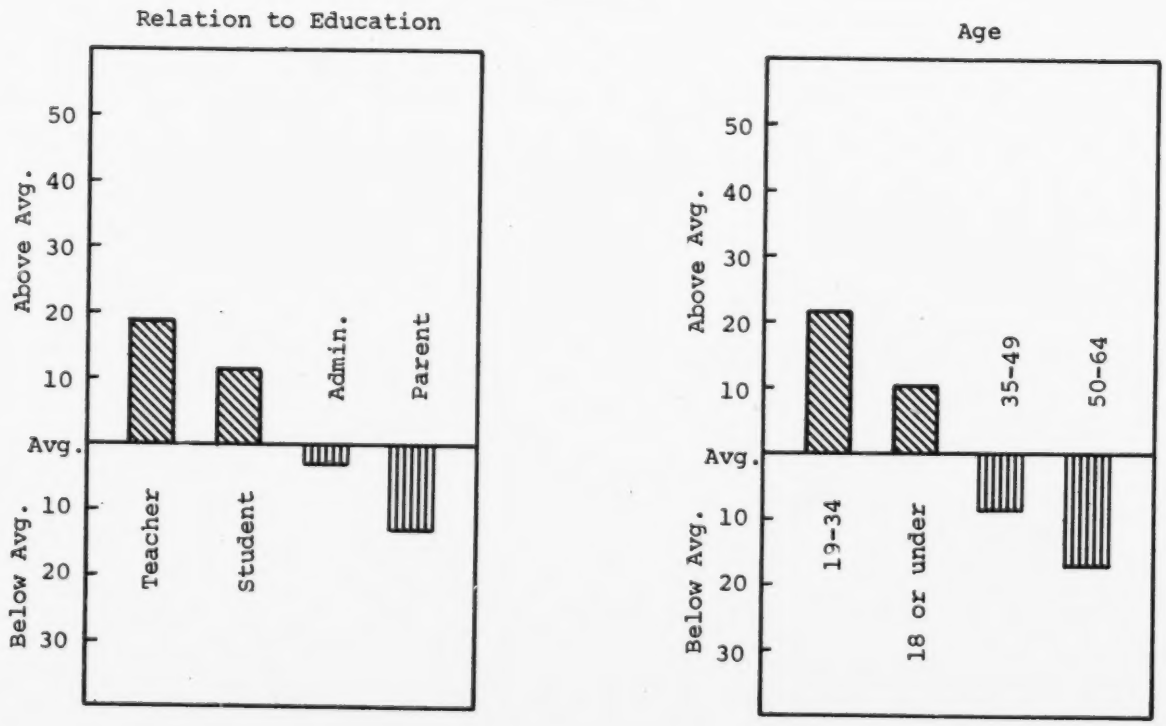
(Percent Above and Below Average*)

	SEX	
GOAL GROUP	Male Above *Below*	Female Above *Below*
Humanism	*13*	9
Language Arts	2	*1*
Citizenship	4	*3*
Science & Math	13	*10*
Family, Health & Career	10	*7*
The Arts	*9*	6

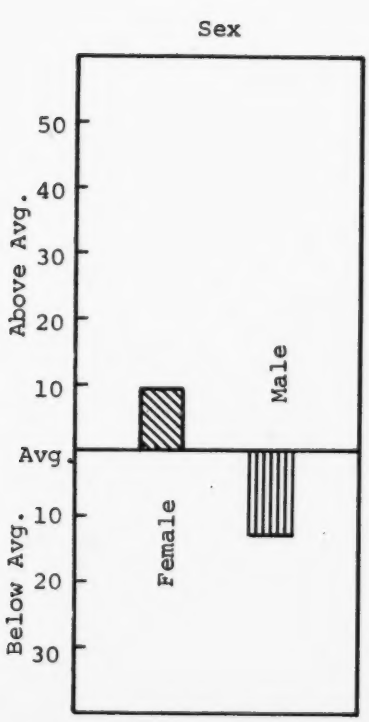
*For each goal group, the entries show, in percent, whether more of fewer respondents (of each sex) emphasized that goal group.

RESPONDENT EMPHASIS ON GOAL GROUPS

HUMANISM



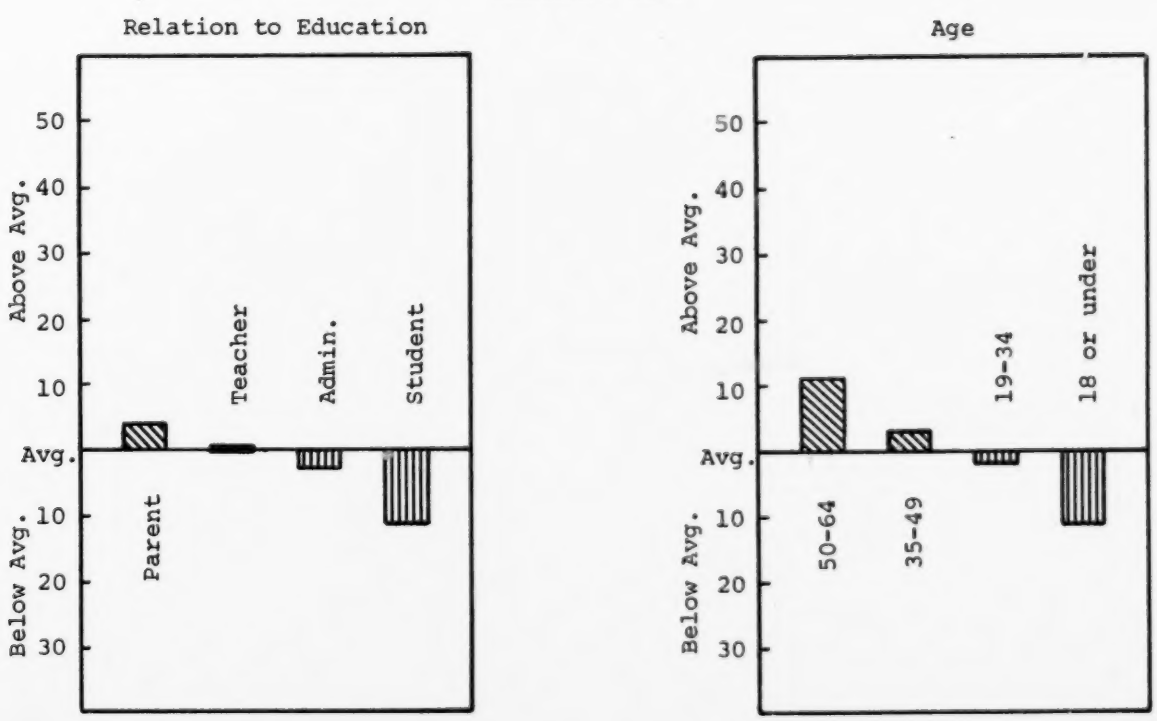
HUMANISM



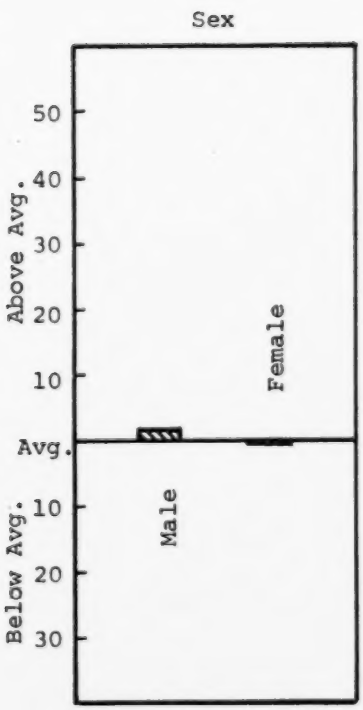
Summary

The group of goals pertaining to Humanism displayed a possible instance of a generation gap. This is the only set of goals where each of the four age groups depart substantially from average with a clear division at age 35. Humanistic educational goals have an obvious appeal for the young. Students, teachers, and people under thirty-five considered these goals quite important, while a far lesser percentage of administrators, parents, and people over thirty-five checked those goals at all. On the basis of sex, females were more interested in this group of goals than were males.

LANGUAGE ARTS



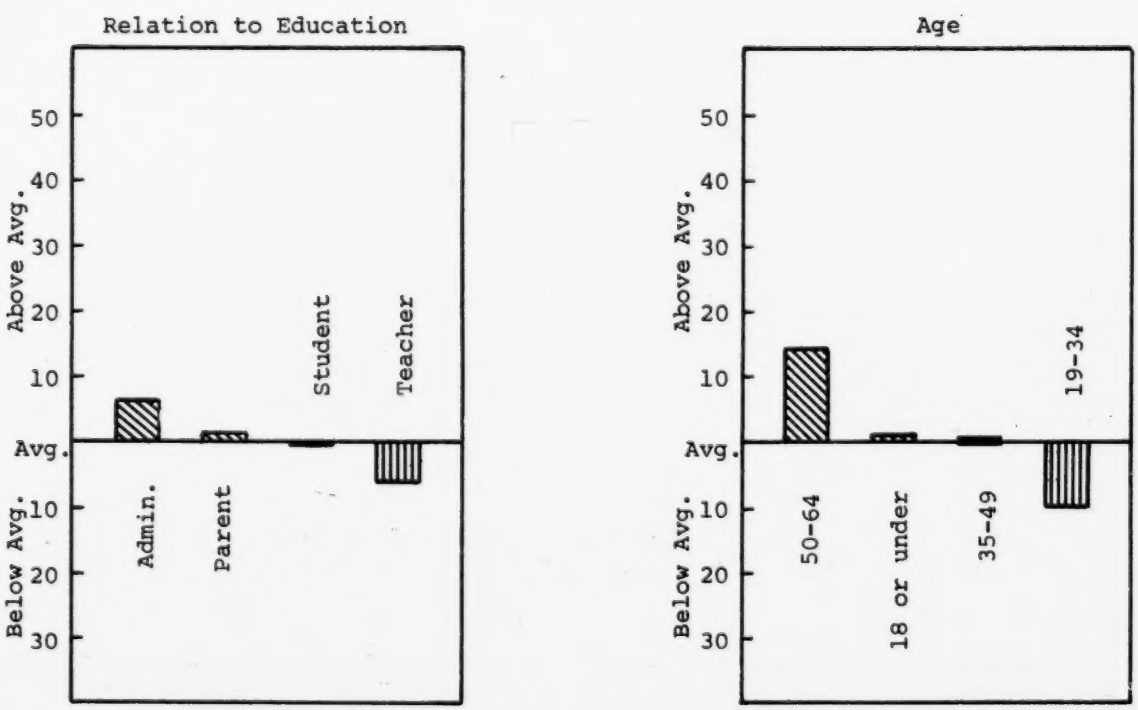
LANGUAGE ARTS



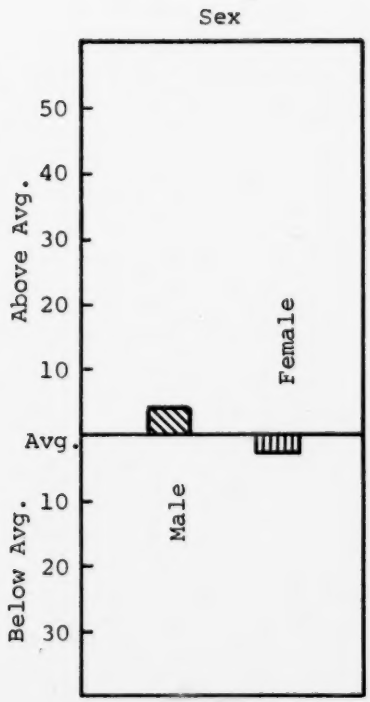
Summary

In the Language Arts, parents, males, and people aged thirty-five to forty-nine had a moderate interest. People aged fifty to sixty-four had the most interest, while students and people under eighteen had the least.

CITIZENSHIP



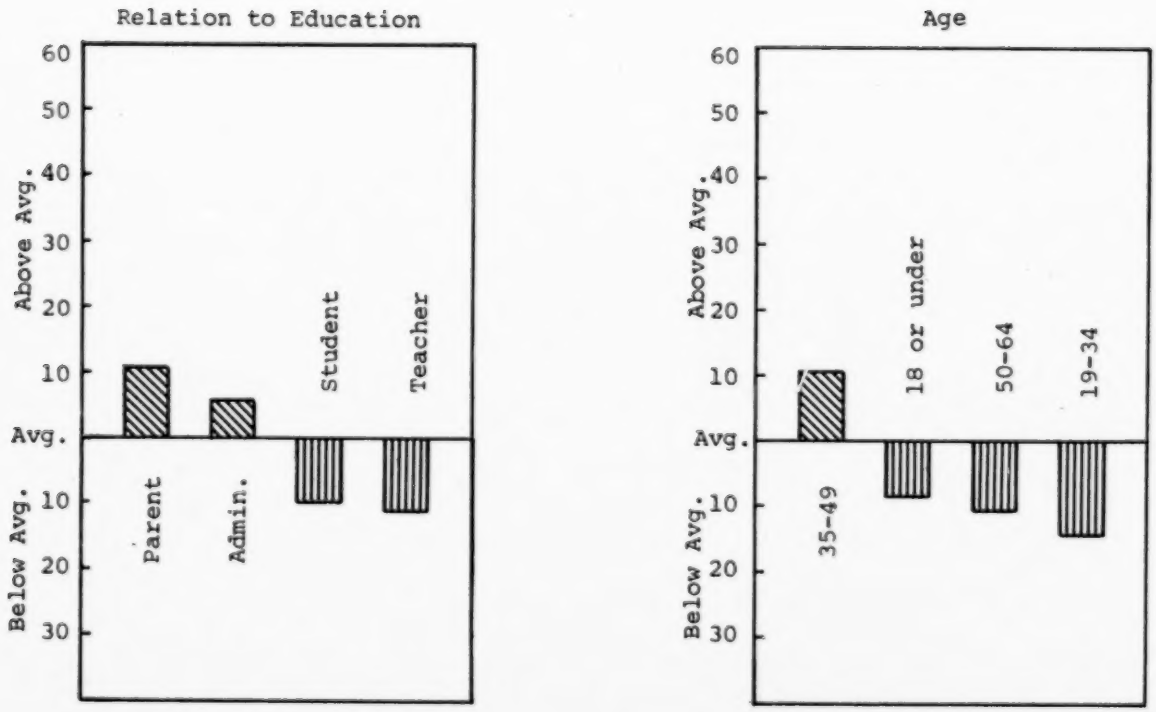
CITIZENSHIP



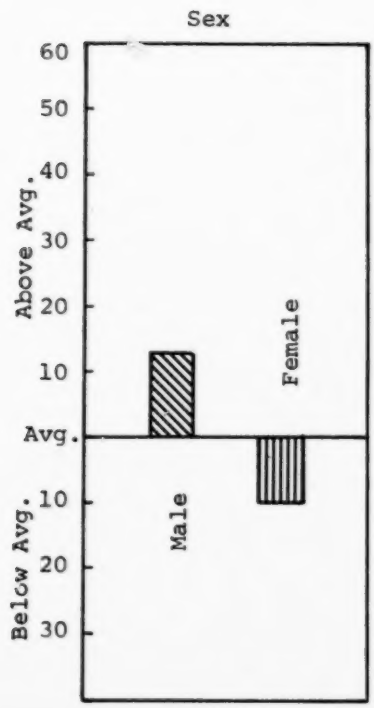
Summary

All the group responses to the Citizenship goals were moderate. Administrators, parents, males, and people aged eighteen or under, thirty-five to forty-nine, and fifty to sixty-four found these goals somewhat important.

SCIENCE AND MATH



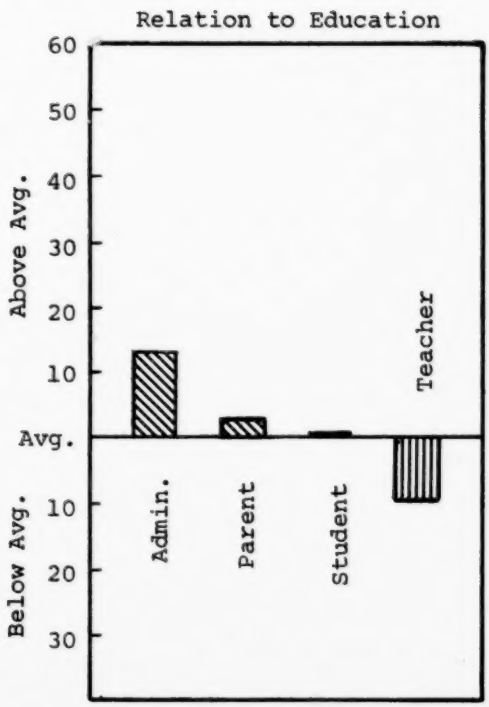
SCIENCE AND MATH

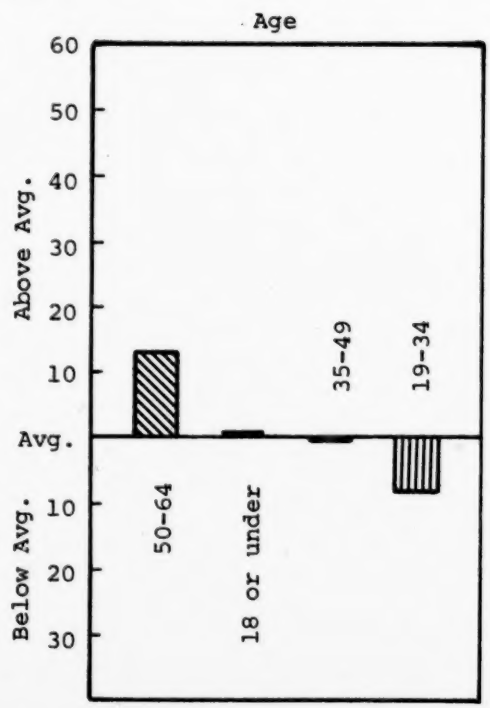


Summary

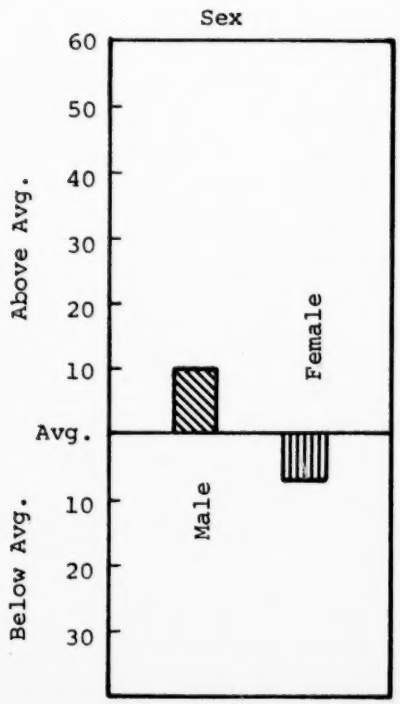
School Administrators, parents, people aged thirty-five to forty-nine, and males, considered the goals relating to Science and Mathematics much more important than did students, teachers, and people under thirty-five and over fifty.

FAMILY, HEALTH AND CAREER





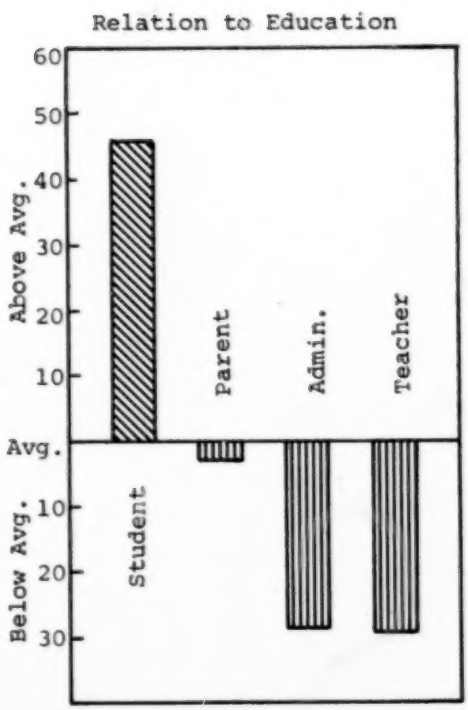
FAMILY, HEALTH AND CAREER

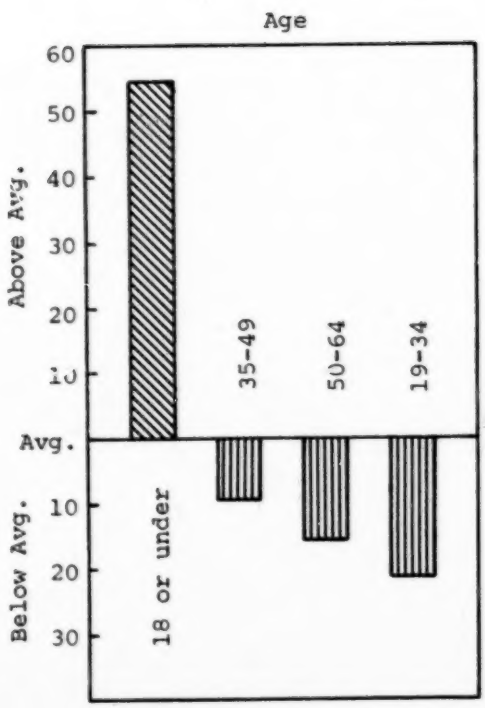


Summary

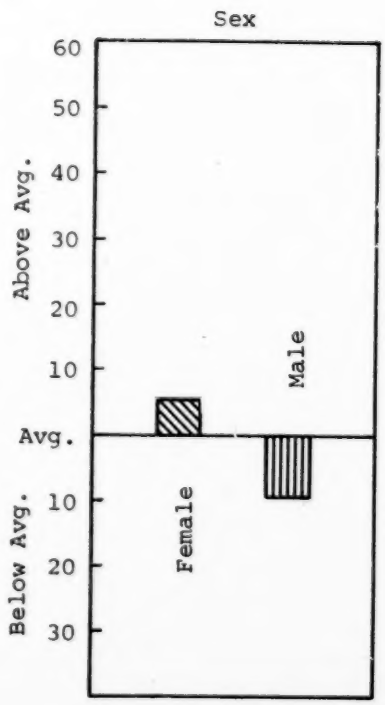
Administrators, males, and people from fifty to sixty-four had the greatest interest in goals pertaining to Family, Health and Career. Students, people under eighteen, and parents, were moderately interested in this goal group. Teachers, females, and people from nineteen to thirty-four showed the least interest.

THE ARTS


Relation to Education
Above Avg.
60
50
40
30
20
10
Avg.
10
20
30
Below Avg.
Student
Parent
Admin.
Teacher


Age
Above Avg.
60
50
40
30
20
10
Avg.
10
20
30
Below Avg.
18 or under
35-49
50-64
19-34

THE ARTS



Summary

This goal group had the highest and lowest extremes of interest of all the groups. The largest response made to any of the goal groups was made by students and people under nineteen to that group of goals relating to The Arts. The only other group showing a high interest in The Arts were females. In contrast, parents and people from thirty-five to forty-nine showed a below average interest, while teachers, administrators and people from fifty to sixty-four considered this group of goals the least important. It is interesting that these goals had the most appeal for the youngest group (18 or under) and the least appeal to the next youngest (19-34).

FILMED FROM BEST AVAILABLE COPY

A more detailed report of the Citizens' Response Study has been submitted by the Institute for the Study of Inquiring Systems, a Philadelphia based non-profit research organization, which conducted the study under contract to the Connecticut State Board of Education.